**Task Analysis**

This online course package will be designed to support and enhance students’ learning of the English language and Canadian culture by preparing for the climate, culture and social mores of the country to which they are journeying.

**I. Interpersonal skills** *critical incidence analysis*

**II. Canadian greetings** *procedural analysis*

**III. Food** *topic analysis*

**IV. Climate** *topic analysis*

**V. Recreation** *topic analysis*



**I. Interpersonal skills**

**General purpose:** engages in online communication and attempts to build new relationships

**Objective:** Demonstrates ability to communicate with classmates by making a minimum of 3 individual postings and 3 replies to other’s postings in the online discussion forum. (interpersonal-procedural/recall-application)

Prior to taking the “Welcome to Canada” course students do not know anyone that they will be going to school with when they arrive in B.C. and as a result, experience anxiety related to isolation. Throughout this introductory course, students will learn how interact with members of their cohort using an online discussion forum. Students will practice logging into the forum website, reading and responding to each others posts, as well as writing, editing, and deleting personal posts. These activities will provide students with opportunities to begin developing relationships prior to moving to Canada. Knowing each other prior to relocating will encourage students to support each other and continue building relationships when they are all living and attending school in B.C..

**Analysis:**

**A) Introduction to the online discussion forum:** students will use a computer and the internet to complete this activity; each correct step will be confirmed by locating defined information on each webpage that allows them to move forward in the process.

1) Use web browser to navigate to www.sides.ca.

Visual cue: able to locate ‘student login’

2) Use unique student login to gain access to discussion site

Visual cue: able to locate “Using the Discussion Forum” video tutorial

3) View “Using the Discussion Forum” video tutorial

4) Practice posting activity

a. Enter discussion forum topic “Hello World”

b. Select and read posting “Practice makes perfect”

c. Complete the statement “Hello from \_\_\_\_\_\_\_\_” with the name of your home country and

post this as a reply to discussion forum topic “Practice makes perfect”

Visual cue: posting will appear in discussion forum

d. Choose ‘edit’ function to first change and then delete your entry

Visual cue: changes to the original message will appear on screen

e. Choose ‘create a new topic’ function to create a new discussion topic containing the

completed “Hello from \_\_\_\_\_\_\_” statement.

Visual cue: posting will appear in discussion forum

**Initial Presentation:**Students will view a subtitled introductory video explaining what they should expect from the “Welcome to Canada” course, how to access the SIDES website, where and how to sign in using their unique student logins, and where to locate the “Using the Discussion Forum” video tutorial.

**Generative Strategy:**

After viewing the tutorial video students will practice reading, replying to, composing, editing, and deleting a posting within the “Hello World” online discussion forum.

**Pre-test Items:**

Creating a personal posting in the “Hello World” discussion forum will illustrate successful learning.

**Post-test Items:**

Students will complete the following statement: “Hello from \_\_\_\_\_\_\_\_\_” with the name of their home country and post it as a new topic within the “Hello World” online forum discussion.



**II. Canadian greetings**

**General purpose:** To be able to meet people and introduce oneself in Canada.

**Objective:** Completes a dialogue describing how to greet an individual in Canada (procedure/recall-application)

**Analysis:**

**A) Making personal introductions in the online discussion forum:** students will use a computer and the internet to complete this activity; *each correct step will be confirmed by locating defined information on each webpage that allows them to move forward in the process.*

1) Use web browser to navigate to www.sides.ca.

Visual cue: able to locate ‘student login’

2) Use unique student login to gain access to discussion site

Visual cue: able to locate “Composing Personal Introductions video tutorial

3) View “Composing Personal Introductions” video tutorial

4) Practice composing a personal introduction

a. complete fill-in-the blank practice activity

Visual cue: A visual confirmation of successful completion of the activity will appear

onscreen.

**Initial Presentation:** Students will view a video illustrating to individuals preparing personal introductions, including name, age, grade level, and favourite pastime, to post in an online discussion forum. The video will include English subtitles to reduce cognitive load and support recognition of the language being used.

**Generative Strategy:** Students will choose appropriate responses using a word bank, translator, and/or dictionary to fill in the blanks of a typical personal introduction, including name, age, grade level, and their favourite pastime.

**Pre-test Items:** Students will compose a personal introduction including their name, age, grade level and favourite pastime.

**Post-test Items:** Students will compose a personal introduction including their name, age, grade level and favourite pastime and post it to the online discussion under the discussion “Personal Introductions”.



**III. Climate**

**General purpose:** To be prepared for the types of weather one encounters on Vancouver Island

**Objective:** Identifies weather conditions for each of the 4 seasons on Vancouver Island and recalls average seasonal temperatures and precipitation

**Analysis:**

i. Content structure: concept-recall/application   
ii. Identify categories:   
 A. Types of weather conditions that occur on Vancouver Island   
 B. The twelve month calendar is divided into four different seasons   
 C. Types of expected weather conditions for summer, fall/autumn, winter, & spring   
iii. Define categories:   
A. types of weather conditions that occur on Vancouver Island   
 1. Rain   
 2. Snow   
 3. Sunshine   
 4. Wind

5. fog  
B. the twelve month calendar is divided into four different seasons.  
 1. Winter   
 a. Months include: January, February, March

2. Spring   
 a. Months include: April, May, June

3. Summer   
 a. Months include: July, August, September   
 4. Fall/autumn   
 a. Months include:, October, November, December   
C. Types of expected weather conditions for summer, fall/autumn, winter, & spring   
 1. Winter:   
 a. Typical weather conditions: temperate weather consisting of mostly rain, with the chance

of falling snow, which usually melts within a day or two  
 b. Months included: January February March   
 c. Average temperature °C: 7.0 10.6 8.6   
 d. Average precipitation (mm): 94.3 71.7 46.5   
 e. Average sunshine (hours): 78 102 150   
 2. Spring:   
 a. Typical weather conditions: Warm and pleasant with rain and some sunshine   
 b. Months included: April May June   
 c. Average temperature °C: 13.1 15.9 17.9   
 d. Average precipitation (mm): 28.5 25.8 20.7   
 e. Average sunshine (hours): 205 267 271   
 3. Summer:   
 a. Typical weather conditions: warm and pleasant with mostly sunny and some rainy days

with temperatures ranging up to 28 °C.

b. Months included: July August September   
 c. Average temperature °C: 19.8 20.1 18.5   
 d. Average precipitation (mm): 14.0 19.7 27.4   
 e. Average sunshine (hours): 331 303 222   
 4. Autumn:   
 a. Typical weather conditions: Warm and pleasant with rain and some sunshine   
 b. Months included October November December   
 c. Average temperature °C: 13.8 9.4 7.1   
 d. Average precipitation (mm): 51.2 98.9 108.9  
 e. Average sunshine (hours): 148 81 65   
  
**Initial Presentation:** Students will research weather charts, on-line, which indicate average temperatures, precipitation and rainfall per month for the southern Vancouver Island region (Victoria). Students will research, and name the attributes for each of the seasons in the Victoria area.   
  
**Generative Strategy:** Students will indentify the four seasons explaining their attributes, average temperatures, average precipitation, and average sunshine hours.   
  
**Pre-test Items:**   
True or False:   
\_ On the southern tip of Vancouver Island there are two seasons   
\_ It rains all the time on Vancouver Island   
\_ In the summer the temperatures will reach up to 30°C   
\_ It does not snow on Vancouver Island   
\_ The snow that falls stays on the ground all winter on Vancouver Island   
\_ The sun shines more in the summer than in the winter   
  
  
**Post-test Items:**   
Name the seasons experienced on Vancouver Island   
Describe the weather conditions for each season   
Identify the average temperature for one of the months in each season (ie. Winter \_°C, Summer \_ °C)   
Identify the average amount of precipitation for one of the months of each season (ie. Winter \_ mm, Summer \_ mm)   
  
References:   
<http://www.hellobc.com/en-CA/AboutBC/ClimateWeather/BritishColumbia.htm>  
<http://www.victoria-bc-canada-guide.com/victoria-bc-weather.html>



**IV. Food**

**General purpose:** To be able to differentiate between the variety of foods consumed in B.C.

**Objective:** Recognizes a wide variety of foods eaten in British Columbia and selects a typical breakfast/lunch/dinner/snack

**Analysis:**

i. Content structure: concept-recall/application

ii. Identify categories:

A. Culturally diverse varieties of foods are available in B.C.

B. Some foods are often consumed in specific meals or snacks

iii. Define categories:

A. Culturally diverse varieties of foods available in B.C.

1. B.C. is a multi-cultural province

2. Different cultural foods are available in restaurants and grocery stores

3. Western style foods are the most common

4. Examples of western foods includes: hamburgers, steak,

B. Different types of foods are generally consumed as specific meals or snacks

1. Breakfast

a. First meal of the day

b. Usually eaten in the morning

c. Examples: cereal, toast, waffle, pancake, fruit, bacon, sausage, eggs, yogurt

2. Lunch

a. Second meal of the day

b. Usually eaten in the afternoon

c. Examples: soup, sandwich, hotdog, wrap, salad

3. Supper/dinner

a. Last meal of the day

b. Often the largest meal of the day

c. Usually eaten in the evening

d. Examples: steak, pork chops, chicken, salmon, tofu, potatoes, noodles, pizza, pasta

4. Snacks

a. Small serving of food eaten between meals

b. Can be eaten anytime

c. Examples: vegetables & dip, fruit, cookies, muffin, granola bar, nuts, pretzels

**Initial Presentation:** Learners will be given a series of mock menus (i.e.: breakfast, lunch, etc.) representing a variety of food choices found in BC through photographs and text.

**Generative Strategy:** Students will select a typical breakfast/lunch/dinner/snack by dragging and dropping labeled pictures of common foods into the appropriate meal category.

**Pre-test Items:**

For breakfast Canadians traditionally eat:

a) Cereal, toast or bacon and eggs

b) Ham and cheese sandwiches

c) Soup

d) Rice bowl

Traditionally, a normal lunch for Canadians is:

a) Rice bowl

b) Soup and/or a sandwich

c) Oatmeal with maple syrup

d) They don’t eat lunch

A traditional dinner or supper for a Canadian would be:

a) Rice bowl

b) A sandwich

c) Potato, meat and a salad or vegetable

d) Cookies

Canadian eat:

a) Sushi b.) Hamburgers c.) Pasta

d) Curried beef

e) All of the above

f) None of the above

True or False:

\_ Canadians drink tea and eat scones at 4:00 in the afternoon.

\_ Canadians always drink a glass of wine with dinner

\_ Canadians enjoy a wide variety of foods from many countries

\_ Canadians always eat food with chop-sticks

**Post-test Items:**

Describe what foods Canadians have traditionally eaten for breakfast, lunch and dinner.

Give 5 examples of non-traditional foods that Canadians eat.

Explain why Canadians eat a wide variety of foods from other countries.



**V. Recreation**

**General purpose:** To be familiar with the variety of recreational activities available in B.C.

**Objective:** Identifies recreational activities enjoyed by residents of British Columbia

**Analysis:**

i. Content structure: concept-recall/application

ii. Identify categories:

A. Definition of recreation

B. Forms of recreation enjoyed by British Columbians

C. Types of sports enjoyed by British Columbians

D. Hockey is Canada’s national sport

iii. Define categories:

A. definition of recreation: “something people do to relax or have fun**:** activities done for

enjoyment” (http://www.learnersdictionary.com/search/recreation)

B. forms of recreation enjoyed by British Columbians: movies, music/concerts, festivals,

shopping, art galleries, hobbies, theatre, travel, sports

C. sports enjoyed by British Columbians includes: soccer, football, kayak, hiking, swimming,

mountain climbing, bowling, tennis, martial arts, yoga, baseball, rugby, dance, skiing,

skating, snowshoeing, hockey, lacrosse

D. Hockey is Canada’s national sport.

1. Hockey was first played in eastern Canada in 1877.  
 2. Hockey is played in the winter, in an ice rink  
 3. Hockey is played for fun and as a profession  
 4. The NHL is a professional league made up of teams from the US and Canada.  
 5. Hockey is can be watched on television or at an arena.  
 6. Women play hockey too!

**Initial Presentation:** The learners will read a short tutorial on recreational activities then view a video that provides a look at each of the categories defined under this objective. The video will be narrated to reduce cognitive load.

**Generative Strategy:** After reading the tutorial and watching the video students will complete a short drill and practice routine (which will consist of answer multiple choice questions based on the tutorial and video). Students will be given immediate feedback on their answers. Using knowledge of correct response feedback, we will test their recall of the information presented by both media.

**Pre-test Items:** List two recreational activities enjoyed by people in British Columbia. List two sports that British Columbians like to participate in on a regular basis.

**Post-test Items:** Students will compile a list of five things they would like to see and do during their stay in BC. Students would give a general description explanation or description of the ’five things’ (at least 20 words for each), provide an image, graphic, or picture for each of the ’five things’, and a reference for each.

**Unit Post-Test**

A night out: